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MISSIONARY  
PROGRAMS *for*  
SCHOOLBOYS

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# MISSIONARY PROGRAMS FOR SCHOOLBOYS

Edited by  
J. LOVELL MURRAY, 1874-

STUDENT VOLUNTEER MOVEMENT  
25 MADISON AVENUE  
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STUDENT VOLUNTEER MOVEMENT  
FOR FOREIGN MISSIONS



## INTRODUCTION

The impact of great personalities upon any life is at once an education and an inspiration. And in the field of foreign missions we find some of the most heroic and dynamic personalities. There is here an almost unlimited range of great characters with whom adolescent boys and girls should become acquainted. It is partly for this immediate effect in stimulating the higher elements of character and widening the scope of sympathetic interest and partly to furnish a congenial introduction to the great and expanding missionary themes that missionary biographies are now so widely employed as topics for meetings and subjects for study among boys and girls.

This pamphlet offers a number of programs suitable for use in preparatory and high schools. They are not designed as a substitute for Mission Study classes. Already in many such institutions successful Mission Study based on a text-book is now being carried on and the number is steadily growing. As a supplement to the work of these classes or as opening the way to Mission Study the programs may be of value. The editor has had the useful collaboration of Miss May Fleming and Messrs. William D. Murray, David R. Porter and Paul Micou.

Eleven programs are offered. If it is not possible to use all of them during the school year a selection

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may be made. They represent many types of men and cover most of the important mission fields. Where desired, two or more meetings may be devoted to one missionary without any risk of tediousness.

The programs should be varied as much as possible. It is desirable that in the main they be presented by the boys themselves. The more boys who can take part in the meetings during the year the better. One method would be to assign six or eight boys to the first program, an equal number to the next, and so on, certain boys who have special interest or ability being asked to participate more frequently than the others.

If these meetings are to be a success, they will demand most careful preparation. A committee of influential boys might be appointed to have responsibility for the whole series under the direction of a teacher. All the details should be thought through and provided for long in advance. If this is done, the missionary meetings are likely to prove the most attractive meetings of the year. Special attention should be given to the announcements of the meetings. These should be made in a number of different ways but particularly by personal invitation given by the members of the committee.

A full month should be allowed in making the assignments, so that there will be ample time for what reading is necessary. In many cases a boy will be expected to read a book through as part of his preparation.

The "World Atlas of Christian Missions" will be



found of great value, both for its excellent maps and its recent and reliable statistics.

In each case one book is recommended. This book should be supplied, either as a gift from some one, or paid for by subscriptions, or purchased by school funds, so that at the completion of the course the school will have the beginnings of a missionary library. If possible there should be several copies of the book. Many boys no doubt will be ready to buy their own copies. Other books are sometimes mentioned which will be found useful for reference, but the irreducible minimum will be one book for each program.

Missionary literature for boys is rapidly growing both in volume and quality. Every boy should be urged to read "The Black Bearded Barbarian," "Livingstone the Pathfinder," "Judson the Pioneer" and "Uganda's White Man of Work"—all written expressly for older boys within the past four or five years. "A Memorial of Horace Tracy Pitkin" and other volumes mentioned will not prove too difficult for the more advanced students. On pages 52 and 53 there is given a list of some of the best available missionary books for boys.

All of the books and other material referred to in the programs that follow will be found listed on pages 54 to 56, with the price given in each case. Any of this literature may be ordered through the Student Volunteer Movement.

It will add to the interest of the meetings if certain accessories are provided. Maps of the countries con-



cerned should hang on the wall. Large photographs of the missionaries under consideration should be on view, if possible. Other pictorial material may be used by means of stereoscope, radioscope, etc. At times a few curios may be shown.

While the programs have been prepared with boys particularly in mind, they would be almost equally suitable for use among school girls. In this case, however, the list should include certain missionary heroines, such as Mrs. Gamewell of Peking and the first Mrs. Judson. Very interesting biographies of these two women missionaries have been written for girls under the respective titles "Under Marching Orders" (40 cents, paper; 60 cents, cloth) and "Ann of Ava" (60 cents), both by Miss Ethel D. Hubbard. It will not prove too difficult, with this material, to arrange very attractive programs.

The Educational Secretaries of the Student Volunteer Movement will be glad to furnish any possible assistance with reference either to these programs or to Mission Study classes of school boys or school girls.

J. LOVELL MURRAY.



## PRAYERS

### IN BEHALF OF ALL MEN

**O** GOD, who hast made of one blood all nations of men for to dwell on the face of the whole earth, and didst send thy blessed Son to preach peace to them that are far off and to them that are nigh; Grant that all men everywhere may seek after thee and find thee. Bring the nations into thy fold, and add the heathen to thine inheritance. And we pray thee shortly to accomplish the number of thine elect, and to hasten thy kingdom; through the same Jesus Christ our Lord. Amen.

### FOR THE INCREASE OF THE MINISTRY

**O** LORD JESUS CHRIST, who didst command thy disciples to pray the Lord of the harvest that he would send forth laborers into his harvest; We beseech thee graciously to increase the number of faithful ministers of thy Word and Sacraments, and to send them forth among all nations of men; that perishing souls may be saved, and the bounds of thy blessed kingdom be enlarged. We ask it, O merciful Saviour, for the glory of thy Name, who livest and reignest with the Father and the Holy Ghost, one God, world without end. Amen.



## AFRICA

### DAVID LIVINGSTONE

Recommended book: Basil Mathews' "Livingstone the Pathfinder."

We begin the series of missionary programs with a meeting on David Livingstone who is commonly regarded as the world's greatest missionary. If there is one missionary more than another with whom boys should be familiar it is this great Gospel forerunner in Africa.

As the year 1913 was observed the world over as the Livingstone Centenary Year, and attention was directed to him in schools and churches, there will probably be a number of boys in every school who have read an account of Livingstone's life. This meeting should be designed to clarify and conserve the impressions already received by those who have read a Livingstone biography, as well as to bring to those who have not done so, some of the outstanding features of his spirit and service.

The book by Mr. Mathews is one of the best books for boys in the English language. It thrills and inspires and educates. The main features of the missionary's life and work are given and the dynamic of his wonderful spirit is strong on every page. The meeting should be made the occasion to urge every boy



who has not done so to read this book. Many other biographies of Livingstone are available. A very vivid and satisfactory one was written by the late Silvester Horne, of the British House of Commons, under the title "The Life of Livingstone." The fuller account, "The Personal Life of David Livingstone," by Blaikie, however, still remains the standard biography. A copy of this should be on hand, if possible, for reference in preparing for the meeting.

It will be well also to have displayed on the walls quotations from Livingstone, e. g., "Anywhere provided it be forward," "I will place no value on anything I have or may possess, except in relation to the Kingdom of Christ," "I will open up a way into the interior, or perish," etc.

There might also be hanging on the walls maps of Africa showing, e. g., Livingstone's journeys, Africa then and now, etc. These may be prepared by the boys.

No set program for a Livingstone meeting is here proposed. The style of meeting will vary according to different types of institutions and the speaking material available. Only a few outstanding topics can be considered in any one meeting. If possible more meetings than one should be devoted to this subject.

About eight boys should be asked to read in advance the book by Mathews. To these the special assignments will be given and they will be expected to take the lead in any informal discussions that may be called for.



The following features may be utilized in the program:

The leader of the meeting should, with the help of the map, give a very rapid sketch of the main events and movements of Livingstone's life.

A few boys should report in a minute or so each the features of the biography of Livingstone which most impressed them.

Time may well be taken for one or two readings, e. g., letters or other extracts from the longer biographies, striking references to Livingstone from other books or magazine articles, poems like Whitman's "Pioneers," Kipling's "The Explorer," quotation from "Punch" on the death of Livingstone, etc.

Tableaux or pageants illustrative of striking events in Livingstone's life, e. g., the meeting of Stanley and Livingstone, might be simply prepared and would be very effective.

To stimulate careful work an essay contest on such a theme as "The story I like best about Livingstone, and why" might be announced in advance. The two or three best essays might be read in the meeting. Even if no contest has been held, essays on such a theme would probably add to the meeting's interest.

It would not take long to exhibit some pictorial material, including photographs of Livingstone (a bromide enlargement or lithograph should be before the meeting) and of missionary life and work



in Africa—in the form of picture post cards, or pictures shown by stereoscope, radioscope or stereopticon.

There may be time for a few brief papers, discussions or talks on such additional themes as these:

Livingstone's reasons for becoming a missionary.

What were the difficulties which Livingstone had to overcome before going to Africa?

Why did he go back the second time?

The most interesting events in Livingstone's life.

What was the hardest test that came to Livingstone?

What was the greatest thing Livingstone ever did?

What were the chief difficulties which he met in Africa?

Livingstone's Black Friends. (The Nasick boys: Susi and Chuma, etc.)

Why do you regard Livingstone as a great missionary?

What was the finest thing in Livingstone's character?

Which of Livingstone's sayings impresses you most?

"The Open Sore of the World."

The African Slave Trade To-day.

Prayers may be offered at the close of the meeting for those who have followed the pathfinder and are



to-day at work in Africa, and for the raising up of many more of like spirit to give the Gospel to all the pagan populations of the world.

Some good hymns for this meeting would be "O Jesus, I have promised," "Jesus shall reign where'er the sun," and "The morning light is breaking."



## AFRICA

ALEXANDER M. MACKAY

Recommended book: Sophia L. Fahs' "Uganda's White Man of Work."

Perhaps the best-known missionary to Africa, next to David Livingstone, is Mackay of Uganda. A program dealing with him will not only bring out the inspiring qualities of this heroic character but will show how useful a part industrial work plays in the missionary enterprise.

In advertising the meeting the title by which Mackay was known to the Africans, "Uganda's White Man of Work," may be used. Some one will be found in the school who can copy for a poster the cover design of the book bearing this title. Certain chapter headings of this volume would make good sub-captions for the advertisement. The book, which was written for boys, should be exhibited at the meeting and commended as a well-written volume, abounding in adventure and worth any boy's while to read. It would be well to have on hand also, for reference, the standard biography by his sister, "The Story of Mackay of Uganda."

For the Scripture lesson read about an old-time master workman and how he impressed the non-Christian peoples about him. Nehemiah 4: 1-6, 21, 23; 6: 15,



16. Hymns of work should be sung, such as "Work for the night is coming," "Go labor on," etc. The leader of the meeting should be prepared to give very briefly at the opening an account of Mackay's parentage and birthplace. (These facts are given in "The Story of Mackay of Uganda," Chapter I.)

1. MAP WORK. Procure an outline map of Africa. Cover over with white paper all sections of the country unexplored at the time of Mackay's birth. Mention the explorations during his early life, and while doing so remove as much as is proper of the paper which hides the map. (These facts can be obtained from Chap. I and pages 36, 37 and 58 of "The Story of Mackay of Uganda.") Tell of Stanley's journey which brought him to Uganda, and read aloud his letter to the English people (Chap. I of "Uganda's White Man of Work"). Describe the response of the Church Missionary Society (pp. 22-26). During this talk and throughout the program the leader should mark important places as they are mentioned (see the map facing Chap. I). Mackay's journeys should be indicated in the same way.

2. MACKAY'S TRAINING AND HIS CALL.

His delight as a boy in manual work, pp. 26, 27.

The call and his decision, pp. 28, 29. His spirit, p. 30. The rest of the party, p. 30.

3. MACKAY AS A ROAD-BUILDER.

Make clear that other members of the party have preceded him and reached Uganda, pp. 47, 70-83. Mackay turned back by sickness, p. 46.



Building the road to Mpwapwa, pp. 50-56.  
African travel, pp. 34-35, 44-45, 64-65. Failure,  
pp. 67, 69.

4. MACKAY AT COURT AND AS A WORKMAN.

Arrival at Uganda and reception, p. 85. Mackay  
the workman, pp. 93-95. (If the larger book is  
available, reference may be made also to the  
wonderful house and cart, pp. 218-221, and the  
building of the "Eleanor," pp. 249-252.)

5. MACKAY AS PRINTER AND TEACHER.

As translator and printer, pp. 107-108. As teacher,  
pp. 97-98. (His work as a physician may be  
included in this talk or paper. See "The Story  
of Mackay of Uganda," pp. 152, 203, 205, 207.)

6. MACKAY REBUKING A KING.

The incident of the "lubare," pp. 111-134. Re-  
buking the king, pp. 101-102. Same fearless  
attitude to new king, pp. 222-223.

7. PERSECUTION.

Arab opposition, pp. 135-154. Persecution, pp.  
195-222.

8. THE CLOSE OF A GREAT LIFE.

The story of the close of Mackay's life is given  
in pages 250-270. Was this really the end of  
his career? (If the larger book is at hand, the  
boy presenting this theme may include an ac-  
count of Stanley's visit, pp. 301-303.)

About five minutes may be allowed for each of the  
subjects. A little longer may be given to subject 1,



which should be dealt with by a teacher or one of the older boys.

The leader may here describe briefly and graphically the Uganda of to-day, as shown, e. g., in the dedication of the Cathedral there in 1904. (See Postlude, "Does it pay?").

The leader may now call for a free expression of opinion as to the elements of Mackay's character and equipment that chiefly contributed to the success of his work, putting down each one on the blackboard as it is mentioned. The lesson to be learned from the complete consecration of this ten-talent man may be forcibly brought home. Brief closing prayers may focus upon the raising up of worthy successors, upon the Uganda Church of to-day and upon the complete evangelization of Africa.



## INDIA

### WILLIAM CAREY

Recommended book: George Smith's "The Life of William Carey."

The history of missions presents no greater figure than William Carey, known as the father of modern missions. His determined zeal for the evangelization of the world at a time when missionary work seemed an interference with the Almighty, and the resulting formation of the first Missionary Society, would have made him famous had he never gone to the field himself. His work as a preacher and as the founder of twenty-six mission stations in India, his Bible translations and his remarkable missionary spirit are worthy of careful study. Boys are readily interested in the progress of India and will appreciate the fact that an account of it would be incomplete without taking note of the achievements of this pioneer missionary.

Incidentally, this meeting will lay foundations for answering the hostile critic of missions. It should show indirectly the reasons for the missionary enterprise and the dignity and variety of the task. As many of the details given in Smith's life of Carey would be cumbersome or inappropriate reading for boys, the faculty adviser should select with care



portions for assignments to those who are making specific preparation for the meeting. These are indicated in the following program:

Hymn: Onward Christian soldiers.

Prayer.

Scripture: Isaiah 54:2-3, the text of Carey's sermon:

“Expect great things from God; attempt great things for God.”

Romans 10:12-15, Carey's argument for missions.

Isaiah 35:1-2, the result of his work.

Topics:

I. CAREY'S COLLEGE. See Chapter I.

What were Carey's special interests?

Why was his shoe-shop called a college?

Describe his early training and home.

II. CAREY'S INTEREST IN MISSIONS AND ITS RESULT. See Chapter II.

His map and prayers, pp. 22-23.

His written argument for missions, pp. 23-29.

An older boy might state briefly Carey's answers to five common objections to missions, and give his plan for a missionary society.

Carey's sermon and its result, pp. 36-39; its far-reaching influence, pp. 243-246.

III. CAREY'S JOURNEY TO INDIA. See Chapter III.

What influenced him to become a missionary? p. 40.

On what condition did he go? p. 41.

What special difficulties did he meet? E. g., preju-



dice, money, family, passage, government opposition.

IV. CAREY'S EARLY WORK IN INDIA. See Chapters IV, V, VII.

Why did he move so many times?

Why did he go to Serampore?

A teacher may summarize the information in Chapters IV, V, VII, describing his varied occupations, the life at Serampore, and the work at Calcutta, including a picture of India in Carey's time.

A boy may point out on a map of India some of the mission stations established by Carey.

V. CAREY'S FIRST CONVERT, pp. 97, 105, 113, 117.

The story of his baptism.

Why is he especially interesting?

Other converts, p. 114.

Hymn: Jesus and shall it ever be, A mortal man  
ashamed of Thee? (Sung at the baptism of Felix  
Carey and Krishna Pal.)

The following topics may be presented by boys who  
have special interests along these lines:

VI. CAREY AS BIBLE TRANSLATOR, pp. 175-181,  
182, 188, 196-199, 200.

Why did Carey regard this work as important?

What difficulties did he cope with?

What did he accomplish? How?

VII. CAREY AS PHILANTHROPIST.

First Oriental newspaper, p. 204.

Opposition to heathen sacrifices of women and



children, pp. 206, 208, last paragraph beginning on page 209.

Establishment of a leper hospital in Calcutta, p. 214.

Establishment of benevolent institutions for children of destitute parents, p. 111.

Savings banks reform, p. 235.

His personal charity.

VIII. CAREY'S WORK AS EDUCATOR, pp. 107, 108, 156, 162-165, 173, 273, 275, 279, 280, 281.

His vernacular schools. The College of Fort William; Serampore College.

His books, pp. 203, 286.

General discussion (last few minutes of program):

Did Carey accomplish more for missions by his work in England or by that in India?

In what activity in India did he make the greatest contribution to missionary work?

What do you admire most in Carey? Why?

Hymn: Beneath the Cross of Jesus.

Prayer: That Missionary Societies may find men with Carey's missionary spirit to continue the work in India this year.

That we may be faithful in "holding the ropes."

Thanksgiving for the victories of missions in India.



## INDIA

### ADONIRAM JUDSON

Recommended book: J. Mervin Hull's "Judson, the Pioneer."

The other missionary to India, whose life we take up in this program, is Judson, of Burma. Here we are dealing with one of the great figures of missionary history, a man who brings us as close to the beginnings of America's missionary interest as Carey brings us to the dawn of the modern mission era in Great Britain. His life abounds in dramatic situations. Much should be made of the contrast in missionary conditions then and now. Ample material bearing on Judson is available, as 1914 has been observed as the Judson Centenary Year and a great deal has recently been written about his life and work. Reference should be prominently made to the story of his life specially written for older boys under the title "Judson, the Pioneer." The author has succeeded in writing a vivid narrative that boys will delight to read. The book should be exhibited at the meeting. Lantern slides illustrating Judson's life can be had on loan from the Missionary Education Movement, 156 Fifth Avenue, New York City. If possible a photograph of Judson should hang on the walls, also a map of Burma.

1—An appropriate feature of the program would



be a five-minute account of the "haystack" group at Williams College, since Judson became closely identified with this band of students at Andover. (See Hull's "Judson, the Pioneer" and Chapters II and III of Richards' "Samuel J. Mills.")

2—The leader of the meeting should give a very rapid sketch of the career of Judson. Five minutes or so should suffice for this, as many details will be brought out later in the meeting.

3—To emphasize the striking difference between the conditions of Judson's time and those of to-day, papers or talks, covering in all about ten minutes, may be offered on such questions as these:

What objections were raised in Judson's day to the missionary undertaking? How do they compare with the objections offered to-day? (See Murray's "The Apologetic of Modern Missions.")

What were the chief difficulties that confronted Judson? To what extent would they face a missionary going to Burma this year?

A map of Burma showing the places prominent in Judson's work and marking in another color the mission stations of to-day might be prepared. (See plate 11 of the Atlas.)

4—By all means an account should be given of Ann Hasseltine, Judson's wife, not so much because she was one of the most charming and brave and Christlike of missionary heroines as because she shared so largely in her husband's labors and privations. (See Miss

Hubbard's "Ann of Ava.") Eight minutes might be allowed for this.

5—Three or four boys who have read the book might be asked to answer in turn each of these questions (if answers are given rapidly two or three minutes will suffice for each question) :

- (1) What quality in Judson's character has impressed you most?
- (2) What was the most thrilling event of his life?
- (3) What best proved his devotion?
- (4) What was the greatest thing he accomplished?
- (5) What saying of Judson's do you consider the most inspiring?

Some other topics may be dealt with, such as these:

- (1) What became of the other members of Judson's group at Andover?
- (2) What chiefly decided Judson to become a foreign missionary?
- (3) Why was the religion of the Burmese not sufficient for them?
- (4) What was Judson's greatest gift to Burma?
- (5) What did Judson accomplish as a translator that he could not have done as a preacher?

The number of these topics to be dealt with and the time allowed for each will be determined by the amount of time available. They should be introduced at the most appropriate stages in the program.



## THE MOSLEM WORLD

ION KEITH-FALCONER

Recommended book: Robert Sinker's "Memorials of Ion Keith-Falconer."

A series of missionary programs covering the leading missionary countries of the world would be incomplete without at least one representing the Moslem World. This field has particular claim because of its extent (there are over 200 million Moslems), its difficulty, its present opportunity and the scant attention it has received from the Christian West. No Mohammedan country is more typical than Arabia, for there Mohammed was born, there the faith he established had its early career and still maintains its religious headquarters, and there, without any admixture of foreign influence, Islam has worked out its logical results in individual and social life.

The Hon. Ion Keith-Falconer did not have many years to give to Arabia. But his undertaking, his method and his spirit are representative of the best that Christianity has done for Mohammedan countries. Moreover, there were many noble elements in his character, he was singularly gifted and there is a peculiar appeal in the example of this titled young Cambridge man choosing the most difficult career possible and sacrificing his life in it within a few short

years. For these reasons he has been selected as a representative apostle to the Moslems.

The biography by Sinker is standard and will prove interesting to all older school boys. It furnishes all the material needed in preparation for the meeting with the exception of the fifth item in the suggested program that follows. For that subject Dr. Zwemer's "Islam: A Challenge to Faith" will be found most useful. Some salient information is given in his pamphlet "The Moslem Problem and Peril. Facts and Figures for Laymen."

In the program given below, seven boys and one teacher, besides the leader, will participate. Each of these should read the recommended book in advance. If this is not possible, each should read carefully the briefer sketch of Keith-Falconer given in Dr. Speer's "Servants of the King," and the portion of Sinker's book dealing with his special theme.

A map showing the extent of the Moslem World should be before the audience. If the large missionary map of the world showing in colors the prevailing religions of mankind or a map of the Moslem World is not available, an outline map of the world should be procured and the areas where Islam prevails colored in green. The data for this may be obtained from Zwemer's "Islam: A Challenge to Faith."

If each participant in the program observes the limits of the time allowed him, there will be opportunity at the close of the meeting for the leader to tell of the Christian work now being carried on around the edge



of Arabia. A sketch map of Arabia may be prepared with the various stations marked. (See the "World Atlas of Christian Missions," plate 14.) Special mention should be made of the interesting work of the University of Michigan at Busrah. (For information regarding this, see article, "Some Modern Arabian Knights" in *The Missionary Review of the World*, October, 1914.)

A fitting Scripture reading would be Numbers 13: 25-33. "Faith of our fathers," "When I survey the wondrous Cross" and "Send Thou, O Lord, to every place" would be appropriate hymns. The meeting should be brought to a close with prayer that we may all have as true a sense of values as Keith-Falconer had and that the Moslem World may transfer its allegiance from the Prophet of Arabia to the Son of God.

The following additional items are suggested for the program:

1. An account of Keith-Falconer's ancestry and childhood. This should be limited to three minutes.
2. A description of Harrow as a typical English Public School and of Keith-Falconer's life there. Five minutes or more to be allowed for this.
3. Brief accounts—3 minutes each—by three students of the special accomplishments of Keith-Falconer's student days which gave him great influence with his fellow-students.
  - (a) His athletic ability.
  - (b) His scholarship.
  - (c) His skill at shorthand.

4. A sketch of his Cambridge life. How did he use his influence there for Christ? Five minutes might be given to this.
5. "The Evangelization of the Mohammedans is the hardest task on earth." Have a teacher tell why such a statement is true. This talk, to which ten minutes could be given, might include a brief statement of the leading doctrines of Mohammedanism, and be followed by the repeating of the Apostles' Creed and an open discussion of the question, What great religious truths do we Christians possess which the Mohammedans need to have?
6. A five-minute account of Keith-Falconer's work in Arabia and his plans and hopes for the mission.
7. Statements by several boys in a sentence each of the lessons we ought to take from such a life.



## THE PACIFIC ISLANDS

JOHN G. PATON

Recommended book: James Paton's "The Story of John G. Paton," 1898 edition.

Stories of the South Seas always have a romantic attraction for boys who have read books of adventure. Most boys are familiar with the blood-curdling affairs of certain piratical buccaneers who have decorated in red the pages of popular fiction. Not so many are aware of the equally thrilling experiences through which bold missionaries have in bitter reality passed in these same areas and among these same savages. Of such missionary heroes none is more widely known or more truly representative than John G. Paton, missionary to the New Hebrides.

The main objective of the meeting should be to bring out the power of the Gospel, when plainly told and simply lived by a true-hearted messenger, to transform the most depraved of men and of races. Let it be impressed upon every boy who is to take part in the meeting that this is the real aim and that his share in the program should contribute to it. Running comment by the leader will help to bring out the central idea. Through it all, of course, there will stand out the massive personality of the self-sacrificing, dauntless, obedient servant of Christ.

The book recommended for use in preparation, "The Story of John G. Paton," was written for young people, by the great missionary's brother. If further material is needed it will be found in "John G. Paton. An Autobiography."

The sustained interest of this life will justify a program in which its main features and incidents are narrated in sequence. Eight boys should be asked to prepare, by reading an assigned section (if not all) of the book, to present a brief account of different periods of the missionary's life. An average of five minutes would be sufficient for each.

A sketch map of the New Hebrides group of islands may easily be prepared, indicating the points of chief interest in Paton's work. A bromide enlargement photograph of the veteran missionary should hang on the wall.

A suitable Scripture passage would be Numbers 12: 25-30. "O thou by long experience tried" and "O Zion haste" would be appropriate hymns. At the close of the meeting prayers may be offered for the military, commercial, and diplomatic representatives of Christian lands who have dealings with the Islanders of the South Seas, that they may worthily represent Christ, and for great victories of the Gospel as the outcome of all the labor, suffering and martyrdom of devoted missionaries who have gone to those islands.

The narrative of Paton's life may be introduced in a five-minute statement by the leader covering Paton's early life as follows:



When and where born, and profession of his father, 17; the cottage home, 21; his father's religious character, 21, 22, 28-31; his early missionary decision, 31; standing firm for Christ, 35; getting useful experience, 36; leaving home, 37-38; success as a teacher against heavy odds, 43-44.

At this point the following eight sections of the biography may be covered by as many boys in brief papers or talks:

1. Success as a city missionary. Should he have left this work? 45-48; his own reason for going, 55-60; meeting opposition and his parents' attitude, 61; his own ultimate satisfaction in his choice, 328.

(The leader may here bring out incidentally, but very effectively, the essential nature of the foreign missionary call.)

2. First impression of heathenism, 67-70; learning the language, 71; the native religion, 72; loss of wife, 77-78 (may be merely mentioned, if necessary to save time); cannibalism and treatment of women and children, 85-87; narrow escape, 87-91; a Christian burial with only heathen present, 93; thieving and how it was ended, 94-101.
3. More narrow escapes, 108-110, 120-124, 139-141, 150-157; defying death by sorcery, 125-128 (the impression to be given is the *constant* danger under which he lived); intervention by the Comodore, 159-160; the first native martyr, 110-

- 112; the first printing in Tannese, 115-117; stopping war, 163-165; (similar incident during an Australian money-raising tour, 230-233).
4. Beginning of the end at Tanna, 172-175 (spends night in a canoe but driven ashore by rough sea); race for life to Mr. Mathieson's station, 181-189; the last awful night, 192-196 (they are rescued by a trading ship, the "Blue Bell"). Change of his plans, 203, 204; a "Shipping Company for Jesus," 208; results, 212; sent to Scotland, 239, 243; results in men and money, 245-246; troubles over the "Dayspring," 248-254 (Marries again to Miss Margaret Whitecross in 1864, who returns with him).
  5. Sent to Aniwa instead of back to Tanna, 264; Old Nowar wants him back at Tanna, 265, 266; first efforts, 272; why they could not land, 268, 277; making wood speak, 273; working under suspicion, 283, 284; the final equipment of the station, 274; assists an elopement and gets a helper, 288-294; sinking the well "which broke the back of heathenism on Aniwa," 297-311 (this story is a thrilling one and should be given in some detail); the first book and new eyes, 313-316.
  6. "Knocking the Tevil out," 321-323; under the "taboo" and the conversion of Youwili, 323-326; first communion service on Aniwa, 327-328; death of Namakei, 345, 347; one chief dies, another is spared, 352-356; how the church has done during his absence on a money-raising tour, 365-367, 392;



sent abroad for a steamship for the mission in 1884-5; his success, 391.

7. The influence of unchristian white men, 357, 363; deliberately introduced a plague of measles among the natives, 134-139; unsuccessful efforts to stop the slave trade in the New Hebrides through failure of United States to help. Contrast Noble Old Abraham, pp. 101-103, 264, and Kowia, 143-148, with a typical South Sea trader, 103-108.

If "Dr. John G. Paton: Later Years and Farewell," by A. K. Langridge, is available, it will furnish material for a brief closing talk on the last years of the missionary's life.

The leader may now bring out the marvelous success of Paton's work and of other missions to these islands, after which a hymn and two or three short prayers may conclude the program.

## THE PACIFIC ISLANDS

### JAMES CHALMERS

Recommended book: Richard Lovett's "James Chalmers."

"Recall the twenty-one years, give me back all its experiences, give me its shipwrecks, give me its standings in the face of death, give it me surrounded with savages with spears and clubs, give it me back again with spears flying about me, with the club knocking me to the ground—give it me back, and I will still be your missionary."

These ringing words suggest the spirit of the man whose life is to be taken up in this program. Chalmers was a type of many Crusaders of the Cross who could not resist the lure of need and of difficulty in the Islands of the Seas—great souls like John Williams, James Calvert, Bishop Patteson, and the Gordons of Erromanga. It will not be difficult in this program to bring out the heroic elements of pioneer missionary work. The wholesomeness of the missionary spirit is also well illustrated by Chalmers in his humor, optimism, breadth of interest, capacity for friendship, etc.

The book to be used in preparation for the meeting is Lovett's "James Chalmers."

A sketch map of New Guinea (or Papua) should



be prepared indicating the places of Chalmers' work. See map on page 504 of the book. A cross (in a different color) should indicate all the mission stations now planted in the island (see World Missionary Atlas, plate 15). Below the map might be written certain facts to show the present missionary situation in New Guinea. Certain utterances of Chalmers, such as the one quoted above, might be copied and grouped around a photograph of Chalmers. The following sayings of his are suggested:

"Give us Christ's enthusiasm."

"I think the word 'sacrifice' ought never to be used in Christ's service."

"The nearer I get to Christ and His cross, the more do I long for direct contact with the heathen."

The leader of the meeting might select certain letters, or extracts of letters, written by Chalmers to illustrate various points that are to be brought out in the meeting, and delegate some good reader to become familiar with these and read them, as called upon, from time to time in the meeting. The aggregate of these readings should not occupy more than seven or eight minutes.

#### SUGGESTED PROGRAM

Hymn: "The Son of God goes forth to war."

Prayer.

Scripture reading (in unison): Ps. 46. (Before the Scripture is read some one should relate the circum-

stances, given on pp. 148-149, under which Chalmers once read this Psalm.)

Papers (3, 3 and 5 minutes respectively) sketching Chalmers' life, as follows:

- (1) Boyhood, call and preparation.
- (2) Work at Erromanga (use map).
- (3) Work in New Guinea (use map).

Hymn: "All hail the power of Jesus' name."

Papers or talks on The Character of Chalmers. Three minutes each should be allowed five boys to bring out the following:

- (1) His Pioneer Spirit. Chalmers was a true pioneer. He did not want to work where others were at work. Even Raratonga was too civilized for him. After the speaker has shown how Chalmers exhibited the pioneer spirit, the question might be thrown out for a brief general discussion, What qualifications are called for in the pioneer missionary?
- (2) His Courage. This speaker should select some one incident to represent Chalmers' fearlessness.
- (3) His Light-heartedness. Here his sense of humor and his buoyant optimism may be illustrated. As against this brightness of spirit the reader selected might show Chalmers' frequent sense of loneliness by quotations from his letters.

Here members of the audience may be invited to suggest other strong qualities that helped to make possible his great success. The reader may now be asked to read his last letter, dated Jan. 25. 1901, and, if the



story has not already been told, to describe how Chalmers was killed by cannibals early in May of that year.

Hymn: "Crown Him with many crowns."

Reading, by the leader, of extracts showing Robert Louis Stevenson's estimate of Chalmers, the missionary (see pp. 350-361). The question may be asked whether Stevenson spoke too strongly at any point of Chalmers' greatness.

Prayer for forgiveness of the sins of indolence and selfishness and for missionaries in hard places.

## JAPAN

### GEORGE LESLIE MACKAY

Recommended book: Marian Keith's "The Black Bearded Barbarian."

Mackay of Formosa is Canada's most famous missionary. Not only was he the first missionary sent out by his Church, but he was the pioneer missionary to North Formosa and a man of heroic mould. In his day Formosa belonged to the Chinese Empire and the inhabitants are still prevailingly Chinese, but the island is now one of Japan's possessions and this program is therefore classified under Japan.

Six boys should be asked to take the leading part in the meeting. These and as many others as possible should read in advance "The Black Bearded Barbarian." This stirring account of Mackay's life, written for boys, is in a fine literary style and reveals the strong, many-sided personality of the lion-hearted missionary. A copy should be shown at the meeting and it should be recommended as a book for every boy to read. At one or two points a paragraph might be read aloud by the leader of the meeting.

1. Probably Canada is now foremost among Christian nations in missionary interest. Contrast the situation when Mackay went out. Why did peo-



- ple urge him to stay in Canada? How did he probably reply to their objections?—6 minutes.
2. Ask one boy to describe the reception given to Mackay by the Formosans, and also to tell of the "Triumphal March" in Chapter XII of "The Black Bearded Barbarian," accounting for the different attitude of the people in the two cases.—6 minutes.
  3. Mackay was one of the most versatile of men. Some one should be asked to describe the different kinds of work he did and the opportunity each of these gave him to bring the people to know Christ. This will bring out the scientific side of his work, which is given in more detail in "From Far Formosa."—10 minutes.
  4. Call for a description of the people to whom Mackay came and of the task he faced. Have the same speaker outline the results that were apparent when the missionary's labors were ended.—6 minutes.
  5. George Mackay had a very striking personality. One of the boys might be asked to outline the characteristics that stand out most sharply and to indicate in particular those personal qualities which would commend his message to the natives.—6 minutes.
  6. Ten minutes might profitably be reserved at the close of the meeting for an informal discussion of such questions as these (only two or three should be chosen):

- (1) What were the most useful qualifications that Mackay brought to his task in Formosa?
- (2) How did the missionary prove to the people that he loved them? What was lovable in them? What was unlovable?
- (3) What would one probably find in Mackay's traveling kit when he went on a tour in North Formosa?
- (4) What was the most thrilling moment in Mackay's life?
- (5) What showed up Mackay's courage most plainly? His attachment to the Chinese? His grit? His patience?

All who have read "The Black Bearded Barbarian" and others who have read the briefer sketch in Chapter II of "Effective Workers in Needy Fields" should be prepared to take part in the discussion.

During the meeting "Stand up, stand up for Jesus" and "Fling out the banner, let it float" may be sung. It would be appropriate at the close of the program to read Romans 1: 14-16 and sing Mackay's favorite hymn "I'm not ashamed to own my Lord."

Prayer should be offered that the Japanese Government may be given wisdom in governing the Formosan and Korean dependencies, that the Christians of Formosa may be earnest in living and spreading their faith, that the missionaries may be protected and encouraged and that many men and women of the spirit of Mackay may be raised up to teach and represent the Christian gospel where it is still unknown.



## JAPAN

### JOSEPH HARDY NEESIMA

Recommended books: Arthur S. Hardy's "Life and Letters of Joseph Hardy Neesima." "Effective Works in Needy Fields," pp. 155-183.

Among foreigners and Japanese alike, Joseph Hardy Neesima is recognized as a maker of the new Japan, so different from the Japan of fifty years ago that to-day it is said to resemble the West more than the East. Although not a direct product of missions, he will always be a witness to the value of missions. But it is for his character as much as for his achievements that his life is included in this series.

The main events of Neesima's career are given in the sketch in "Effective Workers in Needy Fields," but the man himself will be appreciated most after reading the longer life and especially his letters. As many boys as possible should read the sketch, and at least four should read the first two chapters, "Early Life" and "School and College Days," in Hardy's book as definite preparation for the meeting. Sufficient information about the founding and results of the Doshisha is given in the sketch and can be told by one boy. Another boy might be asked to bring in sentences from Neesima's letters such as: "If you will let me reach my aim, I will never forget your kindness

and virtuousness." "I believe that nothing happens without the Providence of God." Others might tell incidents illustrating his personal traits, such as loyalty to God, his family, friends and country. Short talks rather than papers should be given. The program below contains topics and questions. The latter may be taken as a guide in preparation or may be used in informal discussion following the presentation of the topics at the meeting. Photographs of Neesima and the Doshisha and a map of Japan may be used to advantage.

#### PROGRAM

Hymn: "Lord, from all severed climes we come."

Hymn: "Awake, my soul, stretch every nerve."

Prayer.

Scripture: Genesis 12:1-2; Romans 8:28.

God uses men in the making of nations. As He called Abraham so did He call Neesima, when but a boy, that the Japanese people might be led to the true God.

Topics:

I. NEESIMA'S BOYHOOD IN JAPAN. HIS HOME LIFE, HIS EDUCATION AND HIS CONVERSION.

In what ways was he like an American boy?

What advantages did his life lack? Were they a real loss to him?

How was Neesima's conversion different from



that of other native Christians of whom you have read, e. g., Krishna Pal, Carey's first convert?

## II. NEESIMA'S JOURNEY TO AMERICA.

Incidents of the journey.

Why did he wish to go to America?

What conditions made it difficult?

Why did he take such a risk?

## III. HIS EDUCATION ABROAD.

Life at the Academy; at College; his travels; his work at the Theological Seminary.

How do you account for Neesima's many friendships?

How did he remain loyal in his many relationships?

## IV. HIS RETURN TO JAPAN.

What changes did he find on his return?

How was he received?

## V. THE DOSHISHA.

What was his aim in founding the Doshisha?

What difficulties did he encounter and with what success?

What was the outcome of his efforts? (For recent statistics of the Doshisha see "The Christian Movement in Japan, 1913," and for results "Effective Workers in Needy Fields," pp. 177-181.)

## VI. NEESIMA'S CHARACTER AND INFLUENCE.

Quotations from letters.

Incidents from his life.

What was the "great aim" of his life?

How do you account for his success?

Did George Leslie Mackay or Neesima meet greater difficulties in his work for Japan?

(Older boys might debate on this at another meeting.) What did they have in common?

Why are institutions like the Doshisha needed in Japan to-day?

Hymn: "God is working His purpose out."

Prayer:

That students in Japan to-day may know God and become strong Christian leaders of their people.

That Oriental students in America may find true Christian friends.

That Japan, the most strategic of mission fields, may become a Christian nation in our lifetime.

That we may fulfil God's plan for our lives.



## CHINA

### JAMES GILMOUR

Recommended book: Richard Lovett's "James Gilmour of Mongolia."

We are now to consider two missionaries to China—two out of a galaxy of literally thousands who have gone out under their Master's instructions to tell His story and do His errand in the Middle Kingdom. James Gilmour is the first—Gilmour of Mongolia, as he is commonly known, for he was a famous pioneer of the Gospel among the Mongolians.

The various parts of the meeting may be unified by having as the Scripture readings some of Gilmour's favorite passages, such as 2 Chr. 16; Ps. 123; Ps. 126; Is. 50: 4; Matt. 1: 21-23; Matt. 28: 20, by singing some of his favorite hymns and by having prayers offered for the Chinese Christians, for the school boys of China, for the parts of China still unreached by the Gospel and for the children of missionaries who are separated from their parents.

As the main source of information, Lovett's "James Gilmour of Mongolia" may be chosen. A great deal of additional material will be found in "Among the Mongols", written by the missionary himself. This has been described as "a Robinson Crusoe style of book." Another volume that will prove very useful is

Lovett's "James Gilmour and his Boys." Some passages from this book, especially some of the letters he wrote to his sons, might be read in the meeting. These letters reveal the tender heart of the man. The picture of the letter written with a Chinese pen may be shown.

Other pictures and curios borrowed for the occasion may be exhibited. There should, of course, be a map of Mongolia (or of all China) before the audience with the places indicated that were of special importance in Gilmour's life. On a blackboard some of his utterances that revealed his character might be written. Or two or three of them might be stenciled and displayed on the walls. Here are some of Gilmour's sayings that show his spirit and his principles:

"God never failed those who trusted in Him."

"I never feel that I have done as much as I might."

"Is the Kingdom a harvest field? Then I thought it reasonable that I should seek to work where the work was most abundant and the workers fewest."

"If He can forward mission work more by my death than by my life, His will be done."

"The fire of God is upon me to go and preach."

"Let us now look upon the things of time in the light of eternity."

"I am baffled, battered and bruised in soul in many ways, but, thank God, holding on and believing that He is going to bless me."

#### SUGGESTED PROGRAM

Hymn: "In the secret of His presence."



Read responsively Psalm 123.

Invocation and the Lord's Prayer.

Talk: Mongolia and the Mongolians (with map).

Two five-minute papers or talks outlining the life of Gilmour, one covering the period up to his return home and the other the remaining period of his life.

Hymn, or reading of some of Gilmour's verses.

Paper on "Gilmour's work as a missionary."

Reading of some of his letters, or extracts from his letters, to his boys.

Symposium, by three boys: "The best story I know about Gilmour." (In preparation for this these boys should be directed to a number of striking incidents in one or other of the books mentioned above.)

Prayer.

Hymn: "Take my life and let it be, Consecrated, Lord, to Thee."

Many special themes, such as the following, suggest themselves for treatment and may be discussed briefly, if there is time, in the meeting:

How would you answer any one who said that Gilmour threw away his life by going out as a missionary?

What made Gilmour's life worth while?

What was the secret of his perseverance?

What do you know about his prayer life?

What use did he make of the Bible?

Describe his mode of travel.

Why did his boys find him such a good chum?

What books helped him most?

What is the present condition of missionary work in Mongolia? (This topic, if it is presented at all, should be treated by a teacher. Material will be found in Cochrane's "A Survey of the Missionary Occupation of China," Zwemer's "The Unoccupied Fields of Africa and Asia" and "The China Mission Year Book, 1913.")



## CHINA

### HORACE TRACY PITKIN

Recommended book: Robert E. Speer's "A Memorial of Horace Tracy Pitkin."

It will be fitting to close the series of missionary programs with the life of Horace Tracy Pitkin. He was in every respect a modern missionary and the whole style of the man and the circumstances of his preparation are very intelligible to the average school boy of to-day. His breeziness and geniality, his keen interest in so many things that students in school and college are now interested in, make him an attractive figure to them. For this reason it will be legitimate to dwell at length upon the period of Pitkin's life that preceded his sailing for China.

If this is used as the last missionary program of the series, it will be desirable to spend a few minutes at the close of the meeting in an informal discussion of such a question as, What are the essential characteristics of a successful foreign missionary? or, What qualities were possessed in common by all the missionaries we have considered? or, What is the real glory of a missionary career? The teacher who has been especially related to the series of programs should preside at this meeting. Following the discussion just referred to, he should lead in a closing prayer that the

influence of the meetings may mean much for the life of the school and for the character and career of the boys who attended.

The book to be used is Robert E. Speer's biography of Pitkin, which older boys may be recommended to read. Outside of this volume there is little material on Pitkin's life. For additional information on the Boxer rebellion, Smith's "China in Convulsion" may be consulted. "The Missionary Uprising Among Students" and the latest report of the Executive Committee of the Student Volunteer Movement as presented at Kansas City will give the necessary information regarding the Student Volunteer Movement.

A map of China should hang on the walls. The population of the Chinese Republic might be noted on it and the number of Protestant Christian churches, hospitals, Christian schools and colleges, etc., might be printed on a sheet of paper and pinned over a corner of the map. The average Protestant parish in the United States (about 600) and that of each missionary in China (about 111,000) might be contrasted by means of a chart prepared by one of the boys. The flag of the Republic and the old Dragon flag of China and a picture of Yuan Shih Kai, if these are available, should also be given a place on the wall.

#### SUGGESTED PROGRAM

1. Hymn: "Jesus calls us o'er the tumult."
2. Opening prayer.



3. Scripture Reading: Luke 14: 25-35.
4. Five four-minute papers or talks on the following topics:
  - (1) Tell of the chief events and characteristics of Pitkin's school life.
  - (2) How did his college course differ from that of the average undergraduate?
  - (3) What were the various influences leading up to his decision to be a foreign missionary?
  - (4) Describe the Student Volunteer Movement and tell how Pitkin was related to it.
  - (5) Describe the help Pitkin was able to give to the missionary work in China.
5. Hymn: "Am I a soldier of the cross?"
6. An eight or ten-minute paper on the cause, extent and results of the Boxer Uprising. (This may be given by a student or one of the teachers may be asked to talk on the subject.)
7. Two more four-minute talks or papers on:
  - (1) How Pitkin met his death.
  - (2) The memorial services held for Pitkin (with quotations of a few things said at these times).
8. Hymn: "For all the saints who from their labors rest."
9. Several sentence prayers that the devotion of Pitkin to the Master and His Kingdom may characterize all of us, and that the New China may soon become a truly Christian nation.

## SOME MISSIONARY BOOKS FOR BOYS

- A Memorial of Horace Tracy Pitkin. Robert E. Speer.  
Revell. \$1.00.
- Adventure of a Bullet. Bernard Upward. L. M. S.  
1s. 6d.
- Among the Mongols. James Gilmour. Revell. \$1.00.
- Ann of Ava. Ethel D. Hubbard. M. E. M. 40 cents;  
60 cents.
- Black Bearded Barbarian, The. Marian Keith. M. E.  
M. 40 cents; 60 cents.
- By Canoe and Dog Train. Egerton R. Young. Eaton  
& Mains. \$1.25.
- Chinese Heroes. I. T. Headland. Eaton & Mains.  
\$1.00.
- Greatheart of Papua. W. P. Nairne. L. M. S. 2s.
- James Gilmour and His Boys. R. Lovett. Revell.  
\$1.25.
- Judson the Pioneer. J. Mervin Hull. American Bap-  
tist Publication Society. 40 cents; 60 cents.
- Life and Adventure in the "Land of Mud." Alfred  
Hardy. Kelley. 2s. 6d.
- Livingstone the Pathfinder. Basil Mathews. M. E. M.  
40 cents; 60 cents.
- Muslin Sir Galahad, A. Henry O. Dwight. Revell.  
\$1.00.
- Tales of the Arabs. Hume Griffith. Religious Tract  
Society. 1s. 6d.

The Romance of Missionary Heroism. John C. Lambert. Lippincott. \$1.50.

Uganda's White Man of Work. Mrs. Sophia L. Fahs. M. E. M. 40 cents; 60 cents.

Under Marching Orders. Ethel D. Hubbard. M. E. M. 40 cents; 60 cents.

The Dragon and the Cross. Ralph D. Paine. Scribner's. \$1.25.

When I Was a Boy in China. Yan Phou Lee. Lothrop, Lee and Shepard. 75 cents.

White Fire. John Oxenham. American Tract Society. \$1.25.

Yarns of South Sea Pioneers. Basil Mathews. United Council for Missionary Education. 6d.

Any of the above may be ordered at prices mentioned from the Student Volunteer Movement.



## LITERATURE REFERRED TO IN THIS PAMPHLET

- Blaikie, W. Garden. The Personal Life of David Livingstone. Revell. \$1.50.
- China Mission Year Book, 1913. Missionary Education Movement. \$1.50.
- Cochrane, Thomas. Survey of the Missionary Occupation of China. Religious Tract Society. 3s. 6d.
- Fahs, Mrs. Sophia L. Uganda's White Man of Work. Missionary Education Movement. 40 cents; 60 cents.
- Gilmour, James. Among the Mongols. Revell. \$1.00. (Greene and Dearing, Editors.) The Christian Movement in Japan. Missionary Education Movement. 90 cents.
- Hardy, Arthur S. Life and Letters of Joseph Hardy Neesima. Houghton, Mifflin. \$2.00.
- Harrison, Mrs. J. W. The Story of Mackay of Uganda. Doran. \$1.50.
- Hubbard, Ethel D. Ann of Ava. Missionary Education Movement, 40 cents; 60 cents.
- Hubbard, Ethel D. Under Marching Orders. Missionary Education Movement. 40 cents; 60 cents.
- Horne, Silvester C. The Life of David Livingstone. Macmillan. 50 cents.
- Hull, J. Mervin. Judson the Pioneer. American Baptist Publication Society. 35 cents; 50 cents.

- Keith, Marian. The Black Bearded Barbarian. Missionary Education Movement. 40 cents; 60 cents.
- Langridge, A. K. Dr. John G. Paton: Later Years and Farewell. Doran. \$1.25.
- Lovett, Richard. James Chalmers. Revell. \$1.50.
- Lovett, Richard. James Gilmour and His Boys. Revell. \$1.25.
- Lovett, Richard. James Gilmour of Mongolia. Revell. \$1.75.
- McDowell, W. P. (and others). Effective Workers in Needy Fields. Student Volunteer Movement. 35 cents; 50 cents.
- (MacGillivray, Editor.) The China Mission Year Book, 1913. \$1.75.
- Mackay, George L. From Far Formosa. Revell. \$1.25.
- Mathews, Basil. Livingstone the Pathfinder. Missionary Education Movement. 40 cents; 60 cents.
- Missionary Uprising Among Students, The. 5 cents; 40 cents per dozen.
- "Missionary Review of the World." Funk and Wagnalls. \$2.50 a year; 25 cents a copy.
- Murray, J. Lovell. The Apologetic of Modern Missions. Student Volunteer Movement. 25 cents, paper.
- Paton, James. John G. Paton. An Autobiography. Revell. \$1.50.
- Paton, James. The Story of John G. Paton. Revell. \$1.50.
- Report of the Executive Committee of the Student



- Volunteer Movement (as presented at Kansas City). 10 cents.
- Sinker, Robert. Memorials of Ion Keith-Falconer. Deighton, Bell & Co. \$1.85.
- Smith, Arthur H. China in Convulsion. (2 vols.) Revell. \$5.00.
- Smith, George. The Life of William Carey, D.D. Dutton. 70 cents.
- Speer, Robert E. A Memorial of Horace Tracy Pitkin. Revell. \$1.00.
- Speer, Robert E. Servants of the King. Missionary Education Movement. 40 cents; 60 cents.
- World Atlas of Christian Missions. \$4.00, plus 36 cents carriage.
- Zwemer, Samuel M. Islam: A Challenge to Faith. Student Volunteer Movement. 35 cents; \$1.00.
- Zwemer, Samuel M. The Unoccupied Mission Fields of Africa and Asia. Student Volunteer Movement. 50 cents; \$1.00.
- Zwemer, Samuel M. The Moslem Problem and Peril. Facts and Figures for Laymen. Laymen's Missionary Movement. 5 cents.

#### MAPS AND PHOTOGRAPHS

##### WALL MAPS.

Africa, 40 x 50 inches.....	\$1.25
China, 36 x 37 inches.....	1.25
India, 28 x 33 inches.....	1.25
Japan and Korea, 38 x 40 inches.....	1.25
The Moslem World, 31 x 32 inches...	.75



CARDBOARD MAPS (about 11 x 14 inches), Africa, China, India, Japan and Korea, Moslem World. 15 cents each.

LARGE OUTLINE PAPER MAPS (28 x 32 inches), Africa, China, India, Japan and Korea. 20 cents each.

MISSIONARY MAP OF THE WORLD.

Printed on good muslin, 5 x 9½ feet, in several colors, showing the prevailing religions of the world, as well as political divisions. \$3.00.

PHOTOGRAPHS.

Photographic enlargements can be supplied of the following:

William Carey, James Chalmers, James Gilmour, Adoniram Judson, Ion Keith-Falconer, David Livingstone, Alexander Mackay, Mackay of Formosa and Family, and Joseph Hardy Neesima. The sizes and prices are as follows:

<i>Size</i>	<i>Black &amp; White</i>	<i>Sepia</i>
8 x 10 inches.....	\$ .50	\$1.00
10 x 12 inches.....	1.00	1.50
11 x 14 inches.....	1.00	1.50
14 x 17 inches.....	1.75	2.25
16 x 20 inches.....	2.50	3.50

Any of the above may be ordered at prices mentioned from the Student Volunteer Movement, 25 Madison Avenue, New York City.







